

English 10 Poetry Memorization Recitation Rubric

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Verbal effectiveness (volume; pacing; phrasing; vocal animation [inflection]; pronunciation; articulation; interpretation; intensity)	<p>The delivery is natural, confident and enhances the message—eye contact, smooth gestures, facial expressions, volume, and pace indicate confidence, a commitment to the persona/character/speaker, and a willingness to communicate.</p> <p>The vocal tone is animated and expressive.</p> <p>Phrasing and pausing are well executed, and help enhance the meaning of the text.</p> <p>The inflection and style are consistent with the message and enhance the meaning. For example, an excited, peppy tone is not used for a poem about death; a dull tone is not used for a poem about love.</p> <p>Words are articulated clearly.</p> <p>All words are pronounced correctly.</p>	<p>The delivery generally seems effective—however, effective use of volume, eye contact and vocal control may not be consistent; some hesitancy is observed.</p> <p>The presenter sometimes slips into mechanical recitation rather than interpretation.</p> <p>The vocal tone, pacing, phrasing, inflection, animation and style are flat and do not enhance the meaning of the text.</p> <p>Most words are articulated clearly enough to communicate meaning; some phrases may be unclear.</p> <p>Most words are pronounced correctly, but speaker sometimes stumbles and mumbles.</p>	<p>The delivery is inconsistent with the message and detracts from the meaning.</p> <p>Presenter fidgets, uses excessive “filler” words such as “um,” “like,” “y’know.”</p> <p>The vocal tone is monotone and flat.</p> <p>The speaker is sometimes inaudible.</p> <p>Articulation and pronunciation are sloppy; words are mispronounced.</p>

Nonverbal effectiveness (physical presence; posture and gestures; facial expressions; eye contact; confidence; intensity)	<p>The presenter's gestures, facial expression, eye contact express a confident understanding of the text.</p> <p>Presenter is poised and composed throughout. Presenter demonstrates skillful control of nonverbal techniques.</p> <p>Presenter's posture is professional and exudes confidence.</p>	<p>The presenter's gestures, facial expression, eye contact do not detract significantly from the message, but occasionally distract the listener.</p> <p>Presenter shows occasional weaknesses in poise and composure. Presenter exhibits limited control of nonverbal techniques.</p> <p>Presenter's posture is informal.</p>	<p>Eye contact is limited.</p> <p>The presenter looks at the floor, speaks inaudibly or fidgets.</p> <p>Poise or composure is lost during presentation. Presenter lacks control of nonverbal techniques.</p> <p>Presenter's posture is overly relaxed; presenter slouches on podium and leans on arms.</p>
Preparation (accuracy of memorization; introduction; context setting; familiarity with text)	<p>Evidence of rehearsal and preparation exists; no prompting necessary. Presenter is familiar with the text.</p> <p>Introduction establishes relevant details (such as title, author, speaker and intent, time period, context, and central theme).</p> <p>Presenter makes plausible connection with the text for the audience which captures audience attention.</p>	<p>Evidence of adequate rehearsal and preparation exists, but more is still needed; occasional prompting needed. Presenter seems somewhat unfamiliar with the text.</p> <p>Presenter provides introduction, but fails to provide some relevant details.</p> <p>Presenter makes a connection with the text, but connection is less convincing.</p>	<p>Rehearsal and preparation appears to be insufficient. Speaker is unable to remember text even with prompting. Presenter seems to have chosen the text randomly, maybe even during the passing period on the way to class.</p> <p>Presenter fails to provide audience with relevant details; details are inaccurate.</p> <p>Presenter fails to make a connection,</p>